



# 1995-96 KIRIS OPEN-RESPONSE ITEM SCORING WORKSHEET

## Grade 4 — Social Studies Question 2

The academic expectation addressed by this item is:

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

The core content assessed by this item includes:

- The way we live has changed over time for both Kentuckians and Americans because of the differences in many areas (e.g., communication, technology, homes, transportation, recreation, tradition).

**Note:** Fourth and fifth-grade curriculum generally includes a study of Kentucky History, American colonies, and colonial living.



A.



B.

### 1. Colonial Children

These pictures (A and B) show children living in the early American colonies. How were the day-to-day lives of these children like your life? How were their lives different? Be sure to include at least three examples of each.

## SCORING GUIDE

Score	Description
4	Response includes at least three specific examples of ways in which the day-to-day life of colonial children was similar to life today <b>plus</b> at least three ways in which it was different (or any combination of similarities and difference that adds up to six or more).
3	Response includes at least two specific examples of ways in which day-to-day life of colonial children was similar to life today <b>plus</b> at least two ways in which it was different (or any combination of similarities or differences that adds up to four or five).
2	Response includes one example of a way in which the day-to-day life of colonial children was similar to life today and one way in which it was different. OR Response includes only similarities or differences.
1	Student does not describe similarities and/or differences between colonial life and life today in any meaningful way. OR Student cites only trivial similarities and differences.
0	Response is incorrect or irrelevant.
Blank	Blank/no response.



# KIRIS ASSESSMENT ANNOTATED RESPONSE

## GRADE 4 SOCIAL STUDIES

### Sample 4-Point Response of Student Work

Student cites three examples of differences.

Student answer reflects prior knowledge.

Student uses both illustrations to provide clues to answers.

These children are alike us today because they have chores, they play games, they take walks, they move, and lots more!  
They are different because they don't watch t.v. or play nintendo, they don't play checkers and games like we have today, they had to go get water and we don't, they had to ride horses or ponies into town and we ride automobile and they wore dresses everyday.

Student describes specific ways that lifestyles have changed over time.

Student uses information in the illustrations to answer the question.

Student describes two very different lifestyles which recognize that "time and place" result in the "Human Characteristics" of a PLACE.

Student acknowledges through generalizations that things we need and want don't change much over time but specific needs and wants change.

<u>Need</u>	<u>Then</u>	<u>Now</u>
<u>Entertainment:</u>	Games	T.V. and Nintendo
<u>Transportation:</u>	Horses/Ponies	Automobile
<u>Family Responsibility:</u>	Go get water	Do chores
<u>Dress:</u>	Wore dresses	Different styles



# KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 4 SOCIAL STUDIES

## Sample 3-Point Response of Student Work

Student identifies six comparisons although one (“they didn’t go to school”) is incorrect.

Student uses weak comparisons with no examples or specifics mentioned.

Their lives were like mine because they played games. another way their lives were like mine is they did chores. Another was they lived in houses.

Their lives were different from mine because they lived in different types of houses than me. Also because they didn’t go to school. One more reason is because they didn’t have things like video games.

Student recognizes change over time but provides vague generalizations and does not use examples (with the exception of “video games”).

Student uses the illustrations for clues to answer the question, but focuses on the obvious (houses have changed over time).



# KIRIS ASSESSMENT ANNOTATED RESPONSE

## GRADE 4 SOCIAL STUDIES

### Sample 2-Point Response of Student Work

One of the illustrations was used to give an answer (“fathers hunted for food”).

Student does not provide enough information to show an understanding of change over time.

Well all children worked or played like us today. They are different from us because they did not have as many shoes like people today. They fathers hunted for food and people go to the supermarket today. Most of the children did not go to school.

Student uses weak comparisons.

- Student cites examples of similarities and differences.
- One example of a difference and similarity was correct (“fathers hunted for food” and “people go to the supermarket today”).
- One example of a similarity (“all children worked or play like us today is a generalization and does not provide enough information to know if the answer is truly correct or incorrect.
- One example is incorrect (“children did not go to school”).

### Sample 1-Point Response of Student Work

Student provides no similarities between colonial life and life today.

I’m going to answer this question clearly no the colony’s children lives from day-to-day are not the same because boys didn’t help in the house or the girls went to school.

Student’s answer does not show an understanding of change over time.

Student cites two differences but both are generalities.

# INSTRUCTIONAL STRATEGIES

## Colonial Children

Examine the lifestyles of colonial Americans using the KWL strategy. The letters KWL represent what students **KNOW**, what they **WANT** to find out or learn, and what they **LEARNED** at the end of an activities or the unit.

Research the life a colonial American using both primary and secondary resources.

Conduct mock interviews with “persons of the past” through role-playing, and conduct interviews with people from today regarding their lives. Compare the responses.

Create a poster display of similarities and differences focusing on the advantages of living in colonial and present America or develop an art display that depicts colonial life.

Make a time line or other presentation to demonstrate how things in colonial America were forerunners of things used today, (i.e., Checkers----> Video Games; Wood stove----> Microwave; riding a horse----> airplane).

Read stories about children in colonial America, then create a Venn Diagram to compare their lives to modern children.

